



# History Of Research in The Spirit Of Music Education

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## ABSTRACT

This article analyzes the psychology of music teachers, aspects of music education related to human psychology and psychological development. Psychological approaches in the field of pedagogy, the emotional approach of teachers to students and the extent to which it affects their personality development, and its importance in the pedagogical process are also widely covered.

## Keywords:

Music pedagogy, psychology, music education, psychological impact, music and psychology, research, emotional states, teacher, emotion, tendency, pedagogical approaches.

A music teacher is a type of professional who teaches musical knowledge and skills and facilitates the learning of skills, often in schools, but also in different settings throughout an individual's life, adapted to cultural and historical contexts.

Music pedagogy is considered a powerful factor influencing the human psyche. The psychological and pedagogical aspects of music education help to shape the emotional and mental state of a person. By studying the psychology of a music pedagogue, one can gain a deeper understanding of the psychological states, personalities, and development of teachers and students in the process of music education. The article takes a general approach to the history of studying the psychological aspects of music pedagogy and analyzes the research carried out in this area. [3; 51].

Music psychology is a growing field of research that uses interdisciplinary methods to study the perception, cognition, emotion, and performance of music in everyday and professional musical situations. In the field of

social development, music research, many scholars are constantly enriching, developing, and continuously promoting the relevant theories and research methods of music psychology. music psychology is an exciting and expanding field. It combines insights from psychology, neuroscience, music theory, and social sciences to better understand how music affects our minds and behaviors. This interdisciplinary approach allows researchers to explore a variety of intriguing questions, such as how we perceive music, how it evokes emotions, and how it influences our cognition and social interactions. [8; 23].

In the realm of social development, music has been shown to play an important role in shaping social behaviors and bonding. For instance, music can foster social cohesion in communities, help individuals express their identities, and even aid in emotional regulation. In professional settings, musicians' psychological states, performance anxiety, and the cognitive demands of playing music at a high level are key research areas as well.

Research methods in music psychology are diverse, incorporating everything from experiments and behavioral analysis to neuroimaging and ethnographic studies. This variety allows scholars to build on established theories while also continuously innovating new approaches. [11; 45].

The development of music psychology is characterized by the study of certain features and development trends of music psychology in the new era, as well as the study of research methods and history of music psychology.

The study of the psychology of music education began in ancient times. Initially, the psychological aspects of music education were not given much attention. However, research in the fields of pedagogy and psychology in the late 19th and early 20th centuries paved the way for the study of the psychological aspects of music pedagogy. In particular, the interaction between music and psychology was studied and led to the development of new approaches in this field.

Several psychologists, including Lev Vygotsky, Jean Piaget, and Zhores S. Pavlov, have demonstrated through their scientific work the role of music in personal development. Studies examining the emotional and psychological aspects of music, the pedagogical approaches of music teachers, and the musical expressions of students have further enhanced the importance of music in the teaching and learning process. [4; 78].

Music psychology was first introduced in 1897 by Carl Emil Seashore of the University of Iowa, who is called the "Father of Music Psychology" by scholars. He worked with Carl Emil Seashore, established his own psychological laboratory at the University of Iowa, and he became the famous father of experimental psychology. After more than a hundred years of development and improvement, music psychology has become the main direction of music-related fields at the higher education level. Developed countries in Europe and America. It emerged with the close combination of music and social psychology, music education, music therapy and other music sciences.

Carl Emil Seashore's music psychology laboratory at the University of Iowa undoubtedly contributed greatly to the

development of music psychology. In his scientific work, he paved the way for new scientific fields by studying music and its effects on human psychology.

There have also been several important developments throughout the history of music psychology. The field has branched out into music education, music therapy, social psychology, and other fields, and new understandings of music and its effects on the human psyche have emerged. [6; 95].

The study of music psychology as a distinct discipline at the higher education level today demonstrates the expansion and development of this field. Developed countries such as Europe and America are leaders in this field, contributing to various areas of music psychology through scientific research and the introduction of practical programs.

Music psychology uses the psychological activities and mental states of human musical thinking, activity and behavior from the perspective of psychology. It uses psychological theories, tools or instruments to deeply analyze and discuss human behavior, behavior, memories, learning and the complex performance of a person involved in music activities. With the development of time and society, the emotional experience, behavior The dance and formation brought by music could be constantly changing. Then, the rapid development and application of modern communication technologies and media made it possible for people to [1; 22].

The development of music psychology has long been related to the philosophy of music and aesthetics, and research methods have been constantly changing and improving, gradually moving away from the speculative quality. Quantitative research, which has changed the shortcomings of the research methods of psychological schools, such as oversimplification, mechanization, lack of scientific verification and lack of persuasiveness, has further advanced the research of music psychology by introspective, descriptive, experimental measurement, verification and other empirical research methods.

Currently, most of the research results on music

psychology are focused on the perception of musical time, which shows that musical time perception has become the focus and hot spot of scholars. Universities to study music psychology and time perception mainly study the processing and reflection behavior of people's cognitive system. Music appreciation is reflected according to the operation process. Currently, time perception mainly focuses on the perception of time patterns in music, operation. Time patterns (i.e., time), the relationship between perception and operation in the perception of musical time, and the tacit knowledge and little study on the perception of musical time. [5; 12.].

Currently, there is a tendency to develop music psychology into neuroscience. "Neuropsychology" published by the American scientist, neurologist and cognitive scientist Manfred Kleins. gy. This book mentions the controlled location of poetry and musical rhythm in the human hemisphere. Dr. Gordon L. Shavo, a professor of neurobiology of learning and memory at the University of California, USA, studied the problems of music psychology and created the Trion model based on this science. Mountcastle principle. He believed that human cortical information has a symmetry that is closely related to the musical structure of cortical information. The study of the behavior of people and animals to perceive music and the results of this research are used in pathological clinical experiments for epilepsy and other diseases. [1; 24.].

The evolutionary stage, which is associated with students and their crucial aspects of personality development, self-awareness and self-esteem, becomes the focus of all efforts.

Psychological Effects of the Music Pedagogical Spirit. The psychology of music pedagogy studies, first of all, the emotional impact of music. Research shows that different genres and structures of music can affect the psychological state of students. For example, listening to and performing music develops imagination, memory, attention and creative thinking in students. Music education also provides emotional well-being, which increases students' self-confidence.

The study of the psychology of music pedagogy

is important in increasing the effectiveness of music education. Research has shown that teachers' emotional and psychological approaches to music education have a positive effect on student development. The combined study of music and psychology has also contributed to the development of new pedagogical methods. In the future, research on the psychology of music pedagogy may deepen and become the basis for the development of new pedagogical strategies.

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